

Student Name _____

Teacher Name _____

School _____

System _____



English III

Item Sampler

Tennessee End of Course Assessment

English III Form 1

The Pearson logo consists of the word "PEARSON" in a bold, white, sans-serif font, centered within a solid black rectangular background.

PEARSON

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Introduction to English III

Content of tests

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

Test development

For the *Tennessee End of Course Assessment*, a staff of writers – composed of both teachers and professional test developers experienced in each of the content areas – researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including particular items and test directions in operational tests.

Test administration

Tennessee End of Course Assessments are given to students as they near the end of courses that are included in the program. Tests may be given midyear for block schedules or at the end of the school year.

You will have ample time to read and answer each of the questions. The English III test has been designed to be administered in one session and is not timed.

Tips for Taking the Test

Preparing for the test

- Review this Tennessee End of Course Item Sampler for English III carefully and thoroughly.
- Acquire the Tennessee End of Course Practice Test for English III, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet.

Before the test

- Get a good night's sleep. To do your best, you need to be rested.

During the test

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

Directions for Using the Item Sampler

This Item Sampler for English III provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given end of course test administration. Performance Indicators have been grouped by Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of course test to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the end of course tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the End of Course Assessment Practice Test English III should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

An Answer Key is located in Page 45. Use it to check your answers. Review items that you get wrong.

A student is drafting a speech about a teacher who influenced many students throughout her career. Read the draft and answer questions 1 through 7.

Etta Edwards Scholarship

1 Members of the School Board, Principal Jackson, and fellow students of Westwood High School:

2 Thank you for allowing me to formally introduce a subject that many of us have been discussing for quite some time: establishing a college scholarship to honor the contributions of Mrs. Etta Edwards. After thirty-seven years of teaching English at Westwood High School, Mrs. Edwards is retiring. Nothing we could do to celebrate her years of helping Westwood's students succeed academically would please her more than to have a scholarship named after her. No one is more deserving of that honor.

3 When Mrs. Edwards first arrived at Westwood High School, there was no English Department. Originally, there was only Mrs. Edwards. As difficult as it is to imagine, she taught every class. While that situation has changed as the school has grown, one thing has not changed. Mrs. Edwards remains as committed to her students as ever. Since arriving at Westwood, she has remained at school until 5:00 each evening, letting her students know that she will be there to help them with assignments or to prepare for tests. Many students have availed themselves of this opportunity over the years. Once, however, I noticed that Mrs. Edwards was alone in her room at 4:30. I asked her why she did not just go home, since no students had showed up for tutoring. "I've told my students I'll be here until 5:00," she said with a smile. "I want to be here for them in case someone shows up at the last minute." That is dedication.

4 Mrs. Edwards has a similar commitment to the extra-curricular activities in which students are involved. She has served as the advisor for the English Honor Society, for the Literary Club, and for the student newspaper, *The Clarion*. Mrs. Edwards has even assisted our principal and vice principal, Mr. Packard and Ms. Simpson, with Westwood's participation in National History Day. As Mr. Packard puts it, "Because many of our students choose to write historical research papers, having Mrs. Edwards as a mentor for them has proven invaluable."

5 Mrs. Edwards will retire at the end of this school year, but she will always be a teacher. Her plans include working as an after-school volunteer at the county library. There, she will help students with their homework and teach them how to study, just as she has at Westwood every day after school for thirty-seven years.

6 Mrs. Edwards' legacy will take many forms, most particularly in her influence on students. Establishing the Etta Edwards Scholarship Fund will be a way to continue that legacy. Students are excited about doing this and have already proposed several fundraisers as a way to endow the fund. With formal approval from the board tonight, these plans can advance. In the years to come, the legacy of Mrs. Edwards will continue to help Westwood High School students achieve their dreams. Thank you.

Reporting Category: Communication and Media

Performance Indicator: 3003.2.1 Identify the thesis and main points of a complex speech.

1. Which sentence is the thesis of the speech?

- ☐ A Thank you for allowing me to formally introduce a subject that many of us have been discussing for quite some time: establishing a college scholarship to honor the contributions of Mrs. Etta Edwards.
- ☐ B After thirty-seven years of teaching English at Westwood High School, Mrs. Edwards is retiring.
- ☐ C When Mrs. Edwards first arrived at Westwood High School, there was no English Department.
- ☐ D Mrs. Edwards remains as committed to her students as ever.

Performance Indicator: 3003.2.4 Discern the structure of a complex speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

2. Which organizational pattern best describes the overall structure of the speech?

- ☐ A cause-effect
- ☐ B problem-solution
- ☐ C proposition-support
- ☐ D comparison-contrast

Performance Indicator: 3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).

3. **Read this excerpt from the speech.**

Nothing we could do to celebrate her years of helping Westwood's students succeed academically would please her more than to have a scholarship named after her. No one is more deserving of that honor.

Which device is used in this excerpt?

- ☐ A analogy
- ☐ B metaphor
- ☐ C antithesis
- ☐ D hyperbole

Reporting Category: Logic

Numbers 4 through 7

Performance Indicator: 3003.5.5 Select the persuasive device used in an ad or speech (i.e., bandwagon, loaded words, testimonials, name-calling, plain folks, misuse of statistics, transfer, card stacking).

4. **What is the main persuasive device the author uses in this speech?**

- ☐ A plain folks
- ☐ B bandwagon
- ☐ C testimonials
- ☐ D card stacking

Performance Indicator: 3003.5.7 Differentiate between the implied and stated evidence of a given argument.

5. **Which sentence from the speech gives stated evidence of Etta Edwards's dedication to her students?**

- ☐ A As difficult as it is to imagine, she taught every class.
- ☐ B Since arriving at Westwood, she has remained at school until 5:00 each evening, letting her students know that she will be there to help them with assignments or to prepare for tests.
- ☐ C Many students have availed themselves of this opportunity over the years.
- ☐ D In the years to come, the legacy of Mrs. Edwards will continue to help Westwood High School students achieve their dreams.

Performance Indicator: 3003.5.12 Select an additional sentence to add to an argument within a persuasive text.

6. **Which statement, if added to the final paragraph, best strengthens the argument that establishing an Etta Edwards Scholarship is a worthy endeavor?**

- ☐ A Westwood High School is proud to announce the formation of the Etta Edwards Scholarship to honor Mrs. Etta Edwards, undoubtedly the most dedicated teacher the school has ever had.
- ☐ B The Etta Edwards Scholarship will provide Westwood High School students with opportunities to continue their educations, thus honoring the legacy of Mrs. Etta Edwards.
- ☐ C Mrs. Etta Edwards will be pleased to know that the recipients of the Etta Edwards Scholarship will continue the work to which she has devoted her life.
- ☐ D Mrs. Etta Edwards will determine the most qualified students for the Etta Edwards Scholarship.

Performance Indicator: 3003.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.

7.

Which statement offers a contrasting argument to the speech?

- ☐ **A** Funding the Etta Edwards Scholarship will prove an easy task.
- ☐ **B** Mrs. Edwards's teaching career began when Westwood High School had fewer students.
- ☐ **C** Establishing a scholarship in her name will probably embarrass such a humble person as Mrs. Edwards.
- ☐ **D** Mrs. Edwards's students want to show their appreciation for her contributions to their success at Westwood High School.

Reporting Category: Language

Numbers 8 through 9

Performance Indicator: 3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.

8.

Read this sentence.

In 1941, Franklin Delano Roosevelt's Congressional address, now known as the Four Freedoms speech, proposed four basic freedoms that the world's people should enjoy freedom of speech, freedom of worship, freedom from want, and freedom from fear.

Which revision of the sentence is punctuated correctly?

- ☐ A In 1941, Franklin Delano Roosevelt's Congressional address, now known as the Four Freedoms speech, proposed four basic freedoms that the world's people should enjoy. freedom of speech, freedom of worship, freedom from want, and freedom from fear.
- ☐ B In 1941, Franklin Delano Roosevelt's Congressional address, now known as the Four Freedoms speech, proposed four basic freedoms that the world's people should enjoy; freedom of speech, freedom of worship, freedom from want, and freedom from fear.
- ☐ C In 1941, Franklin Delano Roosevelt's Congressional address, now known as the Four Freedoms speech, proposed four basic freedoms that the world's people should enjoy: freedom of speech, freedom of worship, freedom from want, and freedom from fear.
- ☐ D No change

Performance Indicator: 3003.1.13 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avantgarde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi, ad hoc, cause célèbre, magnum opus, persona non grata, quid pro quo, je ne sais quoi, modus operandi, nom de plume, haute couture, mea culpa).

9.

Read this paragraph.

Dr. Julie Shepherd, a well-known family physician in our town, also writes books in her spare time, but she does not want her patients to know about her "extracurricular" activity. Only a select few individuals are aware that Jill Stern, author of a famous trilogy of detective novels that feature a crime-fighting doctor as their protagonist, is in fact Dr. Shepherd.

Based on the paragraph, which item does Dr. Shepherd use for writing?

- ☐ A tabula rasa
- ☐ B non sequitur
- ☐ C carte blanche
- ☐ D nom de plume

Reporting Category: Writing and Research

Numbers 10 through 10

Performance Indicator: 3003.4.6 Identify information that must be cited or attributed within a writing sample.

10.

Read these sentences.

Human memory can be divided into short term and long term. Those experiencing memory loss notice that short-term memory is the first to diminish. Many researchers agree, however, that "this loss can be slowed down by diligent use of memory games."

Which information should be added to the sentences?

- ☐ A the name and date of the periodical that published the information
- ☐ B an introductory sentence indicating the source of the quotation
- ☐ C a parenthetical reference citing the source of the information
- ☐ D the page number and date only in a parenthetical reference

Reporting Category: Communication and Media

Numbers 11 through 11

Performance Indicator: 3003.7.2 Select the type of conflict represented in a non-print medium.

11.

Look at this photo.**Which type of conflict does this photo show?**

- ☐ A person vs. self
- ☐ B person vs. nature
- ☐ C person vs. person
- ☐ D person vs. technology

Read the poem and answer questions 12 through 17.

The Art of Friendship

- 1 They are the colors on my canvas of time and space
Which stretches tight and formless between the bookends of my being.
They are the friends who fill my emptiness with a hearty hue,
and paint the stories of their lives in streaks of vivid spectrums
- 5 On the blankness of my days.
One is scarlet laughter—a splash of crimson joy,
Who always has a ready, ruddy joke
to streak vermillion cheer across my wan and witless white.
- Another is quiet blue—a turquoise sky of solace and companionship.
- 10 Whose deep cerulean pools of solitude and solace
Are artesian wells of secrets shared and confidences kept.
Another friend is yellow hope—an optimistic ochre
Of endless possibilities and lemony encouragement.
She is a butter sun that illuminates my dark discouragement.
- 15 And one is green renewal—a sprout of emerald freshness
Rising through the gray sidewalk of my pale narrative.
This one makes me new again each time our times are merged.
His nature-colored camouflage is an olive jungle
in which I hide myself.
- 20 They are the colors on the canvas of my existence.
They rainbow me with companionship.
Alone, we are a formless form.
Together, we are art.

Reporting Category: Writing and Research

Performance Indicator: 3003.3.11 Determine the writer's purpose in a writing sample.

12. Which word from the poem **best** conveys the author's purpose?

- ☐ A renewal
- ☐ B existence
- ☐ C blankness
- ☐ D companionship

Reporting Category: Literature

Numbers 13 through 17

Performance Indicator: 3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

13. Read this line from the poem.

She is a butter sun that illuminates my dark discouragement.

Which literary device does the author use in this line?

- ☐ A pun
- ☐ B irony
- ☐ C metaphor
- ☐ D personification

Performance Indicator: 3003.8.5 Identify the symbol of a literary passage and determine the theme it supports.

14. How does the author use color in the poem?

- ☐ A Each color emphasizes a friend's appearance.
- ☐ B Each color determines a friend's importance.
- ☐ C Each color represents a friend's personality.
- ☐ D Each color indicates a friend's interests.

Performance Indicator: 3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).

15. Which line from the poem represents a paradox?

- ☐ A They are the colors on my canvas of time and space
- ☐ B Who always has a ready, ruddy joke
- ☐ C And one is green renewal—a sprout of emerald freshness
- ☐ D Alone, we are a formless form.

Performance Indicator: 3003.8.8 Analyze sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).

16. Which device does the author use in Lines 15 through 19 of the poem?

- ☐ A hyperbole
- ☐ B free verse
- ☐ C blank verse
- ☐ D onomatopoeia

Performance Indicator: 3003.8.9 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.

17. This poem is **best** described as

- ☐ A a ballad.
- ☐ B a sonnet.
- ☐ C lyric poetry.
- ☐ D dramatic poetry.

Reporting Category: Writing and Research

Numbers 18 through 19

Performance Indicator: 3003.3.3 Select the most vivid and compelling word to strengthen a description.

18.

Read these sentences.

Shayla had a temperature and came down with the flu. _____, she was unable to attend the school prom.

Which transition word correctly fills the blank?

- ☐ A Surprisingly
- ☐ B Furthermore
- ☐ C Nevertheless
- ☐ D Consequently

Performance Indicator: 3003.3.7 Select the thesis statement in a writing sample or passage.

19.

Read the first paragraph of a student report.

(1) Is there any question that the twentieth century was a century of progress? **(2)** People made it to the moon and back. **(3)** Computers shrank from room-sized to almost pocket-sized. **(4)** And yet, it is the field of medicine that provides the most dramatic example of the twentieth century's advances. **(5)** Discovering antibiotics, eradicating smallpox, improving surgery: all these and more show the vast difference that twentieth-century medicine made in people's lives.

Which sentence is the report's thesis statement?

- ☐ A sentence 1
- ☐ B sentence 2
- ☐ C sentence 4
- ☐ D sentence 5

Reporting Category: Informational Text

Numbers 20 through 20

Performance Indicator: 3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.

20.

Read the two excerpts.

Excerpt from a Web page:

Every person has a responsibility to help keep our air clean. What can one person do to stop pollution? Not much. However, politicians and corporate America listen to groups—big groups. Keep Our Planet Blue Association is made up of thousands of individuals whose joint goal is to influence those in power. Join now. Stop pollution!

Excerpt from a letter to the editor:

On my walk today I noticed an empty water bottle and a paper bag tossed next to the trail. This trash is offensive. The culprit clearly had no respect for others or for nature. I threw the trash in a nearby garbage can. If each of us picked up one piece of trash every day, our walks would be more enjoyable and nature will be grateful.

Both excerpts emphasize that

- ☐ A powerful groups can make important changes.
- ☐ B positive changes will occur if businesses take responsibility.
- ☐ C pollution and trash have a negative effect on the environment.
- ☐ D individuals must make a commitment to preserve the environment.

Reporting Category: Writing and Research

Numbers 21 through 21

Performance Indicator: 3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

21.

Read this paragraph from a student essay.

During his childhood, John spent his days playing in the woods behind his home. The woods were his classroom and the living things were his teachers. The birds taught him which plants were edible and which were poisonous. The plants and trees taught him about the life cycle, and the squirrels taught him the importance of preparing for the future. His mother made sure that he learned to read and write and do basic math. He learned important lessons while watching the creatures work and play.

During a writing conference, the teacher tells the student to delete a sentence that is irrelevant.

Which sentence in the paragraph is irrelevant?

- ☐ A The woods were his classroom and the living things were his teachers.
- ☐ B The birds taught him which plants were edible and which were poisonous.
- ☐ C His mother made sure that he learned to read and write and do basic math.
- ☐ D He learned important lessons while watching the creatures work and play.

Reporting Category: Communication and Media

Numbers 22 through 22

Performance Indicator: 3003.2.6 Select the most appropriate strategies for participating productively in a team (e.g., contributing relevant and appropriate information that moves the team toward its goals; understanding the purpose of working as a team and working according to that purpose; assigning and developing roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team).

22.

Read this scenario.

A creative writing class is divided into groups of four and instructed by the teacher to brainstorm ideas for an original short story to be written collectively by each group.

Which action should each group take first to begin brainstorming?

- ☐ A select a recorder to write down ideas
- ☐ B ask the most talented writer to produce an outline
- ☐ C provide the teacher with a list of students in the group
- ☐ D require each group member to write a portion of the story

Reporting Category: Writing and Research

Numbers 23 through 23

Performance Indicator: 3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

23.

Read this paragraph.

Whenever I am nervous, my mind wanders back to Walnut Hill Park. The tall metal slide in the ancient park was my Mount Everest, ever present and always tempting me to conquer it. One Tuesday afternoon, I finally placed my hands on the warm metal rungs and began climbing, higher and higher into the atmosphere. When there was nowhere else for my hands to go, I stepped onto the metal platform. Without looking down, I slowly bent my knees until I was sitting on the top of the world. Keeping my knees bent to protect the backs of my thighs from the searing heat, I scooted myself forward until I suddenly swooshed down in a blaze of glory. When I picture that day in the park, my mind calms and a warm glow washes over my body. Last year, the city paved the park and turned it into a parking lot.

Which sentence from the paragraph shows best how the writer feels about the park?

- ☐ A Whenever I am nervous, my mind wanders back to Walnut Hill Park.
- ☐ B The tall metal slide in the ancient park was my Mount Everest, ever present and always tempting me to conquer it.
- ☐ C When I picture that day in the park, my mind calms and a warm glow washes over my body.
- ☐ D Last year, the city paved the park and turned it into a parking lot.

Reporting Category: Language

Numbers 24 through 25

Performance Indicator: 3003.1.12 Identify the language of origin from which a set of words is borrowed.

24.

Read these words.

virtuoso stanza motto maestro tempo inferno

Which language were these words borrowed from?

- ☐ A Italian
- ☐ B French
- ☐ C German
- ☐ D Japanese

Performance Indicator: 3003.1.8 Choose correctly or incorrectly spelled words.

25.

Read this sentence.

According to local legends, an enormous catfish returns to this tributary every spring.

Which word in the sentence is spelled incorrectly?

- ☐ A acording
- ☐ B legends
- ☐ C enormous
- ☐ D tributary

Reporting Category: Communication and Media

Numbers 26 through 26

Performance Indicator: 3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).

26.

Read the excerpt from a speech at a school board meeting.

(1) The proposal that the school eliminate all supposedly “extraneous” programs, including art, music, and sports, is, quite frankly, the most ridiculous thing I have ever heard. (2) True, taking such a preposterous action would save a great deal of money, but no good can come from focusing on saving money while giving no thought to the consequences of such a policy. (3) Imagine if Franklin Roosevelt had decided during World War II that saving money was more important than building tanks, airplanes, and all the rest of the machinery essential to the war effort. (4) Consider also that music is known to enhance mental abilities; that art serves as a testament to humanity’s higher purposes; and that participation in sports is a vital part of the very fabric of American life.

Which sentence from the excerpt uses analogy as a rhetorical device?

- ☐ A sentence 1
- ☐ B sentence 2
- ☐ C sentence 3
- ☐ D sentence 4

Reporting Category: Logic

Numbers 27 through 27

Performance Indicator: 3003.5.10 Identify a false premise in text.

27.

Read this paragraph.

Journalistic ethics are in serious decline in this country. In the past, objectivity was the ideal; reporters presented only the facts and kept themselves and their opinions out of whatever story they were reporting. Now, however, read any newspaper or newsmagazine—or, in particular, a news Web site—and you will find many examples of bias and other signs of subjectivity, all evidence of the way journalism today suffers in comparison with the past.

Which false premise is this paragraph based on?

- ☐ A In the past, reporters for newspapers and newsmagazines were objective.
- ☐ B Web sites are likelier to offer staffers’ opinions than other news outlets.
- ☐ C In all good reporting, presenting facts rather than opinions is the goal.
- ☐ D Journalists today are trained differently than journalists in the past.

Reporting Category: Communication and Media

Numbers 28 through 28

Performance Indicator: 3003.7.4 Infer the mood represented in a non-print medium.

28.

Look at the photo.

Which word best describes the mood in this photo?

- ☐ A fatigued
- ☐ B dejected
- ☐ C lonesome
- ☐ D thoughtful

Read the essay about digital rights and answer questions 29 through 34.

Digital Rights Management and the Download Revolution

- 1 Digital media is easy to copy and transmit to multiple users in a few clicks of a mouse. This easily allows people to give away copyrighted material without paying for the right to do so. Major corporations wanted a method to protect their investments. So they created Digital Rights Management (DRM) technology to prevent illegal distribution of digital materials. This technology can use two different methods to secure media: containment and marking. With containment, the developer encrypts the content so only authorized hardware and software can access it. Other methods involve placing a marker or tag that is difficult to remove, on the content to show it is copy protected and to make it traceable.
- 2 These DRM-protected media violate the consumer's rights and privacy. In order to use media with DRM, people often need to provide personal information. This allows the sellers to target marketing directly to these consumers, and the sellers' records may be subpoenaed or bought by law officials. Consumer rights to resell the media are also prohibited. By preventing people from transferring the electronic documents to another user, DRM eliminates the "First Sale" doctrine. The "First Sale" doctrine allows people to share books, CDs, music, and movies with their friends and family. It also allows libraries to legally loan out materials they purchase.
- 3 Anti-sharing controls and the limit on media downloads also limit nonprofit organizations' use of electronic resources. These limitations contradict the public use definition under the copyright law. DRM cripples libraries that want to provide digital media to their patrons as they provide printed media, CDs, DVDs, and tapes.
- 4 Also, since DRM-protected works are often copy protected, developers can ignore the "fair use" policies and other copyright law exceptions. Under "fair use," students, researchers, and other individuals are able to copy and paste sections from a document to use as references.
- 5 The levels of restriction on digital media often depend upon who is distributing it. If you buy music or movies through an online digital media store, you are limited to that particular platform in order to view or listen to your content. If you buy the same materials from an online retail sales store, you often may copy the music to other devices, and give you a limited number of devices on which to view the movies.
- 6 Major distributors such as online retailers have made small adjustments to the way their consumers may view purchased digital books. Due to complaints and concerns from people who purchase digital books, these distributors enabled a feature that allows their consumers to loan out certain electronic books to other patrons for a two-week period. They also allow customers to download a sample chapter or two from a book before buying it. This appeased some complainers, but their books are still limited to their specific licensed devices.
- 7 What if the company distributing the DRM media closes down or discontinues the service? This happened with a major retailer in 2008. According to Cory Doctorow, people could retain their content if they took necessary, specified precautions. If they failed to take the steps to retain their content before the DRM server shutdown, the music they bought through the retailer no longer played.
- 8 Many activists, both individuals and organizations, speak and act out against DRM policies, either legally or illegally. Some activists express their opinions only in online forums, but others point digital media users to sites that crack the DRM code. Still others provide illegal copies of materials for download. One of the newest methods for circumventing limitations imposed by DRM coding is electronic book-sharing sites. These Web sites allow users to lend or borrow electronic books within loaning parameters.
- 9 DRM does not prevent piracy of digital works. In spite of all the crackdowns on Bit-Torrent sites in the 1990s, these illegal download sites are still accessible to anyone with Internet access. Also, people find methods to defeat the DRM encryption on many popular name brand electronic devices, which are routinely jail-broken within hours of the corresponding mobile operating system releases. And DRM on books, music, and games are all easily defeated by anyone with time to spend searching the Internet. Even though the penalties are thousands of dollars in fines and possible imprisonment, many people still illegally download or copy digital content.

Reporting Category: Language Numbers 29 through 29

Performance Indicator: 3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.

29.

Read these sentences from Paragraph 8.

Some activists express their opinions only in online forums, but others point digital media users to sites that crack the DRM code. Still others provide illegal copies of materials for download.

What is the correct way to combine these sentences into a single complex sentence?

- ☐ A Some activists only express their opinions in online forums, while others point digital media users to sites that crack the DRM code or provide illegal copies of materials for download.
- ☐ B Some activists only express their opinions in online forums, some point digital media users to sites that crack the DRM code and some who provide illegal copies of materials for download.
- ☐ C Some activists only express their opinions in online forums, others point digital media users to sites that crack the DRM code and then there are those who provide illegal copies of materials for download.
- ☐ D Some activists only express their opinions in online forums, but others point digital media users to sites that crack the DRM code, and then those who provide illegal copies of materials for download.

Reporting Category: Writing and Research

Numbers 30 through 32

Performance Indicator: 3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

30.

Read this sentence from Paragraph 5.

If you buy the same materials from an online retail sales store, you often may copy the music to other devices, and give you a limited number of devices on which to view the movies.

What is the correct revision of the underlined phrase in this sentence?

- ☐ A giving you
- ☐ B you are given
- ☐ C have given you
- ☐ D you were given

Performance Indicator: 3003.3.2 Choose the most effective order of sentences in a paragraph.

31.

Read these sentences from Paragraph 3.

(1) DRM cripples libraries that want to provide digital media to their patrons as they provide printed media, CDs, DVDs, and tapes. (2) These limitations contradict the public use definition under the copyright law. (3) Anti-sharing controls and the limit on media downloads also limit nonprofit organizations' use of electronic resources.

Which is the most effective order for the sentences?

- ☐ A 1, 3, 2
- ☐ B 2, 3, 1
- ☐ C 2, 1, 3
- ☐ D 3, 2, 1

Performance Indicator: 3003.3.12 Identify a statement that reveals the writer's attitude.

32.

Which idea from the essay best shows the author's purpose?

- ☐ A Major corporations wanted a method to protect their investments.
- ☐ B In order to use media with DRM, people often need to provide personal information.
- ☐ C Subscribers may lose content if a company closes down or discontinues the service.
- ☐ D People continue to pirate digital works despite DRM.

Reporting Category: Communication and Media

Numbers 33 through 34

Performance Indicator: 3003.2.3 Distinguish between a critique and a summary.

33.

Paragraphs 2 through 4 offer a critique, not a summary, of DRM use because the author

- ☐ A explains several reasons why companies choose DRM.
- ☐ B mentions laws that apply to use of DRM.
- ☐ C evaluates the effects of the use of DRM.
- ☐ D asserts that marketing is an aspect of DRM.

Performance Indicator: 3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.

34.

Why would publishing this essay online be more effective than publishing it in a newspaper or magazine?

- ☐ **A** The author would feel freer to express authentic emotions in an online environment.
- ☐ **B** Online readers could simply click away from the essay if they disagreed with its argument.
- ☐ **C** An online audience would be more familiar with the concepts discussed.
- ☐ **D** The audience for online material is smaller but more discerning than the audience for print publications.

Reporting Category: Writing and Research

Numbers 35 through 37

Performance Indicator: 3003.3.3 Select the most vivid and compelling word to strengthen a description.

35.

Read this paragraph.

Basketball practice lasted late, so I did not get home until after dinner. I had a long night ahead of me with that history report to write. I knew I should not have left it until the last minute, _____ each time I tried to start, something else came up that took me away from it.

Which word provides the best transition in the last sentence?

- ☐ **A** for
- ☐ **B** but
- ☐ **C** since
- ☐ **D** although

Performance Indicator: 3003.3.4 Select the most precise word from a given list of synonyms.

36.

Read this sentence.

We were happy when we learned that our team had won the all-school debate contest.

Which word is the most vivid replacement for happy in this sentence?

- ☐ A exuberant
- ☐ B joyful
- ☐ C pleased
- ☐ D smiling

Performance Indicator: 3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.

37.

Read this excerpt from an essay on snow leopards.

Snow leopards live in the highest mountains in the world in South and Central Asia. They have smoky gray and blurred black markings. They blend in well to their natural snowy surroundings. Some people call them "ghost cats."

Which revision best combines the sentences in the excerpt?

- ☐ A Snow leopards, also known as "ghost cats," live in the world's highest mountains in Central and South Asia where their smoky gray and blurred black markings help them blend into their natural snowy surroundings.
- ☐ B Snow leopards have smoky gray and blurred black markings, and they live in the highest mountains in the world in Central and South Asia where there are snowy surroundings and are called "ghost cats."
- ☐ C Snow leopards who live in South and Central Asia have smoky gray and blurred black markings, are called "ghost cats," and blend in well with their natural snowy surroundings.
- ☐ D Snow leopards are called ghost cats and live in the snowy surroundings of South and Central Asia's highest mountains where they have smoky gray and blurred black markings.

Reporting Category: Logic

Numbers 38 through 38

Performance Indicator: 3003.5.2 Choose a logical word to complete an analogy.

38.

Which word best completes the analogy?Orderly is to unruly as magnificent is to _____.

- ☐ A unusual
- ☐ B dreadful
- ☐ C alluring
- ☐ D compelling

Reporting Category: Informational Text

Numbers 39 through 39

Performance Indicator: 3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.

39.

Read this paragraph from a training manual.

To prevent any inconsistencies in the cash register tills, every till is counted at the opening and closing of every shift. By matching the amounts of the closing and opening tills, cashiers can account for all cash. Every time a cashier counts the till, the total must match the total from the previous counting. Each cashier must use the appropriate counting sheet to count the money. The counting sheet must be given to the shift supervisor. The counting sheet must be signed by both the cashier and the supervisor. The counting sheet requires that the cashier count the number of bills in each denomination and also record the total amount of each denomination. By following these procedures, the tills should always balance.

How should the information be reorganized to improve clarity?

- ☐ A by listing the procedures in sequential order
- ☐ B by comparing opening and closing procedures
- ☐ C by explaining the procedures in order of importance
- ☐ D by describing the importance of each of the procedures

Read the play and answer questions 40 through 47.

Band Camp Buddies

(A spotlight comes up on a high school student standing in front of the closed stage curtain.)

BENNY: *(addressing the audience)* Hi. I'm Benny. I'm a student at Kennedy High School. I play trombone and I'm pretty good at it, so I'm told. This is my story and also the story of my best friend, Seymour, and how he became not-my-best-friend during a week at summer band camp. Seymour plays tuba. But don't worry; this is a comedy, so everything will turn out all right . . . maybe.

(The curtain opens and the lights come up on . . .)

SCENE ONE: A HIGH SCHOOL BAND ROOM

(BENNY becomes part of the action of the scene, where he is joined by other high school students crowding around a bulletin board in a typical high school band practice room.)

STUDENT 1: Is it up yet?

STUDENT 2: Yeah! Mr. Conrad just posted the results!

STUDENT 3: Did I make it into band camp? *(He reads then leaps for joy.)* All right!!!

STUDENT 1: Me too!

(The two students give each other "high fives" and exit.)

BENNY: How about you, Brad?

STUDENT 2: *(shakes his head, downcast)* Nope.

BENNY: Sorry, Brad. I'm sure you'll make it in next summer.

(Student 2 exits as SEYMOUR enters. He is the same age as BENNY.)

SEYMOUR: Hey, buddy. Is the list up yet?

BENNY: Yup.

SEYMOUR: Oh, man, I'm too scared to look. *(shutting his eyes tight)* Tell me, Benny, in the next fifteen seconds, am I going to be very happy or very sad?

BENNY: *(with a wry smile)* If you wanted to get into band camp at Tyler College in July . . .

SEYMOUR: *(eyes still shut, fists clenched, bracing for the worst)* Yeah?

BENNY: And wanted to rehearse for a whole week to play in a major band concert in a huge auditorium . . .

SEYMOUR: *(opens one eye, hopefully)* Yeah??

BENNY: And stay in a dorm room with your best friend since preschool.

SEYMOUR: *(opens the other eye; hopefully)* Yeah???

BENNY: Then today is your lucky day!

(The boys shout merrily and jump around elatedly.)

SEYMOUR: We're going to have so much fun!

BENNY: I know!

SEYMOUR: And we even get to room together!

BENNY: I know!

SEYMOUR: That's awesome! We're going to have the best week of our whole lives!

BENNY: Definitely!

SEYMOUR: I mean, you and me together, what could possibly go wrong?

(The lights black out on the scene, leaving a spotlight up on BENNY.)

BENNY: *(to the audience)* "What could possibly go wrong?" he said. Those are the scariest words in the English language. Whenever you hear them, you should be afraid. Be very afraid.

(As before, BENNY walks directly into the next scene.)

SCENE TWO: A DORM ROOM - DAY

(Lights up on a miniscule college dorm room with a bunk bed. BENNY and SEYMOUR enter the room, each carrying luggage and their band instruments in cases. They look around in reverent awe, as if beholding Mt. Rushmore.)

SEYMOUR: Wow! A genuine college dorm room all to ourselves!

BENNY: It's like we're grown ups for a whole week!

SEYMOUR: This is going to be the best band camp ever! Which bunk is yours?

BENNY: I don't care. Which one do you want?

SEYMOUR: The bottom bunk.

BENNY: Okay, fine. I'll take the top.

SEYMOUR: Unless you want the bottom. Go on, take it.

BENNY: Okay. I'll take the bottom bunk.

SEYMOUR: Great. Fine. The top is good . . . *(considers a moment)* I just hope I don't fall out of bed and land on my head. I tend to roll around a lot when I sleep.

BENNY: Fine. You take the bottom bunk.

SEYMOUR: *(relieved)* If you insist. Oh, and this is my side of the room. That's yours. And I hope you won't be playing your radio too loud in the room. It gives me indigestion.

(Lights blackout on the scene, but a spotlight remains up on BENNY.)

BENNY: *(to the audience)* You think you know someone, and then you spend a week with him in a twelve-by-twelve-foot room.

(The spotlight goes out. The stage remains in total darkness.)

SCENE THREE: A DORM ROOM - NIGHT

(In the dark we hear incredibly loud snoring. It grows louder. And louder. And louder.)

BENNY: *(whispering)* Pssst . . . Seymour? . . . *(louder)* Seymour?

(The snoring continues.)

BENNY: *(louder still)* Seymour? . . . *(shouting)* Hey, Seymour!

(SEYMOUR wakes, startled and disoriented in the darkness.)

SEYMOUR: *(groggy but alarmed)* What? Who? Where am I? Where am I?

BENNY: You're at band camp, sleeping in a dorm room with me, Benny. And you're snoring.

SEYMOUR: I don't snore.

BENNY: Yes you do.

SEYMOUR: Impossible.

BENNY: Possible. So, if you don't mind, could you please try to—

(We hear snoring. SEYMOUR is already asleep.)

SCENE FOUR: A DORM ROOM - DAY

(We hear a horrible din of two different pieces of music playing simultaneously. Lights up on BENNY practicing his trombone while SEYMOUR practices his tuba. The cacophony is excruciating. BENNY stops playing.)

BENNY: *(angrily)* I can't stand it anymore! Stop!

SEYMOUR: *(stops playing)* What did you say?

BENNY: I said please stop practicing! It's drilling a hole in my eardrums!

SEYMOUR: *(equally angry)* Well, your practicing is making my ankles swell!

BENNY: *(sarcastic)* Sorry!

SEYMOUR: *(equally sarcastic)* Ditto! But I need to practice.

BENNY: We've been practicing all week!

SEYMOUR: The big band concert is tomorrow and I need to work on my arpeggios.

BENNY: Your arpeggios sound perfect to me. I need to work on my scales.

SEYMOUR: Well your scales sound superb to me, just not at the same time as my arpeggios.

BENNY: Well we can't both practice in here or we'll drive each other crazy!

SEYMOUR: Agreed! You'll have to go somewhere else.

BENNY: Me? What about you?

SEYMOUR: I'm on my side of the room. That's your side of the room.

BENNY: I can still hear you over here! I'm only six feet away!

SEYMOUR: Then you'll have to go somewhere else.

BENNY: *(defiantly)* Fine!

SEYMOUR: *(equally defiant)* Fine!

(BENNY storms out with his trombone. SEYMOUR resumes practicing his tuba. Lights fade.)

In the dark we hear a large orchestral band playing – a hundred musicians making rapturously beautiful music together. The music comes to a thunderous climax and ends followed by tumultuous applause.)

SCENE FIVE: BACKSTAGE IN A LARGE AUDITORIUM

(Lights up on the backstage area. The big concert has just finished. Musicians are packing up their instruments and exiting. We see BENNY putting his trombone in its case. SEYMOUR enters with his tuba and accidentally collides with BENNY.)

SEYMOUR: *(coldly)* Sorry.

BENNY: *(equally cold)* It's okay.

(an awkward pause)

SEYMOUR: That was a great concert.

BENNY: *(softening somewhat)* Awesome.

SEYMOUR: A hundred students all coming together in harmony making beautiful music. Really inspiring.

BENNY: Definitely.

SEYMOUR: Makes you think about friends and stuff.

BENNY: Agreed.

SEYMOUR: And how best friends since preschool should stay that way.

BENNY: *(thinks a moment)* They should.

(They shake hands smiling.)

SEYMOUR: See you in the room. I have to go pack and clean up. You made such a mess of things!

(SEYMOUR exits quickly. BENNY thinks about what SEYMOUR just said and follows after him.)

BENNY: Wait a minute! I made a mess?! You're the one who spilled the grape juice!

(BENNY exits.)

FADE TO BLACK

Reporting Category: Literature

Numbers 40 through 47

Performance Indicator: 3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.

40. **How does the setting most impact the mood at the opening of Scene One?**

- ☐ A It contributes to the frustrated feelings.
- ☐ B It influences people to be indifferent.
- ☐ C It intensifies nervous reactions.
- ☐ D It produces disappointed responses.

Performance Indicator: 3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.

41. **From which point of view does Benny speak when he addresses the audience?**

- ☐ A first person
- ☐ B third-person limited
- ☐ C third-person objective
- ☐ D third-person omniscient

Performance Indicator: 3003.8.2 Differentiate among verbal, situational, and dramatic irony.

42. **Which example represents dramatic irony in the play?**

- ☐ A Seymour asks Benny which bunk he wants.
- ☐ B Brad fails to earn a spot in summer band camp.
- ☐ C Benny tells Seymour he can still hear him practicing.
- ☐ D Mr. Conrad posts the results from band camp on the board.

Performance Indicator: 3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).

43. **Which sentence from the play uses foreshadowing?**

- ☐ A "Tell me, Benny, in the next fifteen seconds, am I going to be very happy or very sad?"
- ☐ B "I mean, you and me together, what could possibly go wrong?"
- ☐ C "A hundred students all coming together in harmony making beautiful music."
- ☐ D "And how best friends since preschool should stay that way."

Performance Indicator: 3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

44.

Benny's comments before Scene One are an example of

- ☐ A an aside.
- ☐ B a eulogy.
- ☐ C a monologue.
- ☐ D character dialogue.

Performance Indicator: 3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

45.

In Scene Two, what does the author reveal about Seymour's character?

- ☐ A He is generous.
- ☐ B He is careless.
- ☐ C He is determined.
- ☐ D He is demanding.

Performance Indicator: 3003.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).

46.

The author indicates character movement through

- ☐ A changes in speakers.
- ☐ B changes in lighting.
- ☐ C stage directions.
- ☐ D scripted responses.

Performance Indicator: 3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

47.

Which event represents the play's resolution?

- ☐ A Seymour informs Benny that he snores when he sleeps.
- ☐ B Benny and Seymour shake hands following the camp concert.
- ☐ C Benny and Seymour are assigned to the same room at camp.
- ☐ D Seymour convinces Benny to practice his music in a different room.

Read the article and answer questions 48 through 56.

Nanoparticles and the Food Chain

Nanoparticles are microscopic materials made from atoms. Their size and shape depends on what function they need to serve, but they are less than 100 nanometers in at least one dimension. This is slightly smaller than a virus. Nanoparticles have uses in medicine, cosmetics, skin care, nutritional supplements, food additives, toothpaste, agriculture, etc. Scientists and consumers are beginning to question whether nanotechnology is safe.

These nanoparticles are in many foods people eat. Food manufacturers use nanoparticles to increase the shelf life, preserve, and enhance the flavor or color of their products. Farmers use these materials in waxes and pesticides to preserve and protect fruits and vegetables. These are not the only possible sources of nanoparticles in people's diets though. When people wash their hands or flush medicines down the toilet, they introduce nanoparticle-enhanced products such as creams, cosmetics, and medicines into municipal sewer systems. These products contain harmful silver, zinc oxide, and titanium dioxide. During sewage treatment, 90 percent of these microscopic particles end up in solid waste. Farmers use this waste to fertilize their fields, contaminating the soil with nanoparticles.

Since these microscopic contaminants easily enter and react with cells, scientists have examined whether the nanoparticles would be taken up by plants and passed on to organisms that feed on them. Using a nonreactive and easy-to-trace nanoparticle, scientists at a university in Kentucky conducted several experiments to investigate nanoparticle accumulation in the food chain. Scientists treated hydroponic tobacco plants with 5-, 10-, or 15-nm gold nanoparticles and fed them to tomato hookworms. They found nanoparticles in plant leaves and in hookworm tissues, but the particles were more concentrated in the hookworms.

In another experiment, scientists exposed earthworms to nanoparticle-enriched soil for twenty-eight days and then mapped the gold nanoparticle distribution in the earthworm bodies. Scientists found gold nanoparticles throughout the earthworm bodies, but most of the particles were concentrated in their guts. After comparing these earthworms to the control group of worms, they found that the earthworms contaminated with nanoparticles produced 90 percent fewer offspring. These findings demonstrated that the nanoparticles biomagnify (collect in living tissue of lower organisms that are fed upon by higher organisms without breaking down) just as mercury and dichloro-diphenyl-trichloroethane (DDT) do. According to Robert Hurt, an environmental engineer at Brown University, "Nanoparticles are typically found at low concentrations in the environment, but they will have a greater potential to harm human health if they biomagnify in the food chain."

The long-term effects of nanoparticles in the human body are unknown. Because of their size, large surface area relative to the size of the molecules, chemical reactivity, and ability to penetrate cells easily, nanoparticles may cause higher toxicity in animals. The carbon nanotubes used in industry can penetrate the lungs deeper than asbestos does and cause fatal damage quicker than asbestos does. Researchers have shown that other nanoparticles can accumulate in the circulatory system and major organs, causing damage to DNA, birth defects, and cancer. Nano-titanium dioxide, which is in sunscreens and cosmetics, damages or destroys DNA and chromosomes; the degrees of DNA damage and genetic instability can be linked to diseases such as heart disease, cancer, and neurological disease as well as to aging.

Organizations around the world are advocating for scientists to halt nanotechnology research. Activists in Australia, the United States, Europe, and Canada insist on an international moratorium until all the possible health risks are known and safety measures are in place. The U.S. Food and Drug Administration claims to be taking the possible threats of environmental effects seriously, but there do not seem to be any immediate plans to stop the use of nanotechnology.

Right now, scientists cannot determine what the long-term effects of nanoparticles in the food chain will be. What will happen when the combination of nanoparticles from various sources accumulates in humans and reaches a critical mass?

Reporting Category: Language Numbers 48 through 49

Performance Indicator: 3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.

48.

Read these sentences from the article.

Scientists treated hydroponic tobacco plants with 5-, 10-, or 15-nm gold nanoparticles and fed them to tomato hookworms. They found nanoparticles in plant leaves and in hookworm tissues, but the particles were more concentrated in the hookworms.

Which revision correctly combines the sentences to create a complex sentence?

- ☐ A Scientists treated hydroponic tobacco plants with 5-, 10-, or 15-nm gold nanoparticles, and they fed them to tomato hookworms; they found nanoparticles in both the plant leaves and the hookworm tissues but the particles were more concentrated in the hookworms.
- ☐ B First, they treated hydroponic tobacco plants with 5-, 10-, or 15-nm gold nanoparticles and fed them to tomato hookworms, and they found nanoparticles in both the plant leaves and the hookworm tissues, but the particles were more concentrated in the hookworms.
- ☐ C When they treated hydroponic tobacco plants with 5-, 10-, or 15-nm gold nanoparticles and fed them to tomato hookworms, they found nanoparticles in both the plant leaves and the hookworm tissues and that the particles were more concentrated in the hookworms.
- ☐ D After the scientists treated hydroponic tobacco plants with 5-, 10-, or 15-nm gold nanoparticles and fed them to tomato hookworms, they found nanoparticles in both the plant leaves and the hookworm tissues, with the particles more concentrated in the hookworms.

Reporting Category: Writing and Research

Performance Indicator: 3003.1.9 Proofread for errors in capitalization and punctuation.

49. Read this sentence from the article.

These findings demonstrated that the nanoparticles biomagnify (collect in living tissue of lower organisms that are fed upon by higher organisms without breaking down) just as mercury and dichloro-diphenyl-trichloroethane (DDT) do.

What is the correct way to write the sentence?

- ☐ **A** These findings, demonstrated that the nanoparticles biomagnify, collect in living tissues of lower organisms that are fed upon by higher organisms, without breaking down, just as mercury and dichloro-diphenyl-trichloroethane (DDT) do.
- ☐ **B** These findings demonstrated that the nanoparticles biomagnify; (that is, collect in living tissue of lower organisms, that are fed upon by higher organisms without breaking down) just as Mercury and dichloro-diphenyl-trichloroethane (DDT) do.
- ☐ **C** These findings demonstrated that the nanoparticles biomagnify—collect in living tissue of lower organisms that are fed upon by higher organisms without breaking down—just as mercury and dichloro-diphenyl-trichloroethane (DDT) do.
- ☐ **D** These findings demonstrated that, the nanoparticles biomagnify, that is collect in living tissue of lower organisms, that are fed upon by higher organisms without breaking down, just as Mercury and dichloro-diphenyl-trichloroethane (DDT) do.

Performance Indicator: 3003.3.3 Select the most vivid and compelling word to strengthen a description.

50. Read these sentences from Paragraph 1 of the article.

Nanoparticles have uses in medicine, cosmetics, skin care, nutritional supplements, food additives, toothpaste, agriculture, etc. _____ scientists and consumers are beginning to question whether nanotechnology is safe.

Which word or phrase correctly fits in the blank?

- ☐ **A** Nevertheless,
- ☐ **B** Consequently,
- ☐ **C** On the contrary,
- ☐ **D** By the same token,

Performance Indicator: 3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.

51.

Read this sentence from the article.

Nano-titanium dioxide, which is in sunscreens and cosmetics, damages or destroys DNA and chromosomes; the degrees of DNA damage and genetic instability can be linked to diseases such as heart disease, cancer, and neurological disease as well as to aging.

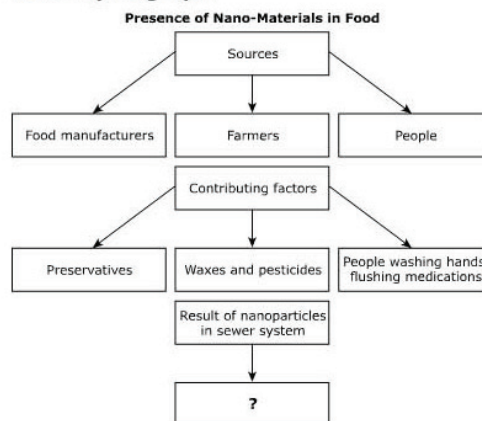
What is the best revision of the sentence?

- ☐ A Nano-titanium which is in sunscreens and cosmetics damages DNA, and chromosomes; and, it can be linked to diseases such as heart disease, cancer and neurological disease while aging can also be affected.
- ☐ B The nano-titanium oxide in sunscreens and cosmetics damages or destroys DNA and chromosomes; furthermore, heart disease, cancer, and neurological disease, as well as aging, can be linked to DNA damage and instability.
- ☐ C Also, nano-titanium dioxide damages or destroys DNA and chromosomes, and can be found in sunscreens and cosmetics; the DNA damage and genetic instability can be linked to many diseases: such as heart disease, cancer, and neurological disease and aging in varying degrees.
- ☐ D The degrees of DNA damage and genetic instability caused by nano-titanium in sunscreens and cosmetics can destroy DNA and chromosomes and heart disease, cancer, and neurological disease can be linked to it, and so can aging.

Performance Indicator: 3003.3.6 Revise to correct a nonparallel construction.

52.

Look at the diagram used to organize the second paragraph.



Based on the article, which words belong in the empty box?

- ☐ A Solid waste in fertilizer
- ☐ B Silver, zinc oxide, titanium dioxide
- ☐ C 90% of microscopic particles
- ☐ D Creams, cosmetics, medicines

Performance Indicator: 3003.4.2 Differentiate between primary and secondary sources.

53.

Which resource does the author use as a primary source in this article?

- ☐ A scientists from the University of Kentucky
- ☐ B a Friends of the Earth activist from Australia
- ☐ C an environmental engineer from Brown University
- ☐ D researchers studying the circulatory system and major organs

Reporting Category: Communication and Media

Performance Indicator: 3003.4.6 Identify information that must be cited or attributed within a writing sample.

54.

Which sentence from the article should have a cited source?

- ☐ **A** Nanoparticles have uses in medicine, cosmetics, skin care, nutritional supplements, food additives, toothpaste, agriculture, etc.
- ☐ **B** During sewage treatment, 90 percent of these microscopic particles end up in solid waste.
- ☐ **C** In another experiment, scientists exposed earthworms to nanoparticle-enriched soil for twenty-eight days and then mapped the gold nanoparticle distribution in the earthworm bodies.
- ☐ **D** Organizations around the world are advocating for scientists to halt nanotechnology research.

Performance Indicator: 3003.2.2 Distinguish between a summary and a paraphrase.

55.

Which option is a summary, not a paraphrase, of the first three paragraphs of the article?

- ☐ **A** Nanoparticles are made from atoms and serve several functions. They have many uses, but are they safe? They are used in many foods and food coatings, and they can contaminate sewer systems and farmers' soil. Nanoparticles have significant effects on cells, so scientists experimented with tobacco plants and hookworms to find out how nanoparticles pass from plant to worm.
- ☐ **B** Tiny materials called nanoparticles are used in many applications. The question, according to scientists and consumers, is whether they are safe. People consume nanoparticles that are used to treat foods, and they also enter our diets when farmers use nanoparticle-contaminated solid waste as fertilizer for their crops. Scientists are investigating how nanoparticles work their way through the food chain; they found that the particles accumulated in hookworms that ate contaminated tobacco plants.
- ☐ **C** Microscopic nanoparticles are smaller than viruses, but scientists and consumers are starting to wonder if they are even more dangerous. Nanoparticles help preserve, and enhance the taste of, our foods, but this is not the only way we consume them. Sewer systems are full of these particles, which then reenter the food chain when farmers put contaminated fertilizer on their fields. Scientists showed that plants absorb the nanoparticles and pass them on to other organisms.
- ☐ **D** Nanoparticles, tiny materials that are used in many consumer products, may not be safe for human consumption. This is alarming, given these particles' applications in foods, sewage treatment, and agriculture. To investigate the substances, scientists have conducted experiments where they treat plants with nanoparticles, which then enter the bodies of organisms that eat the plants.

Performance Indicator: 3003.2.1 Identify the thesis and main points of a complex speech.

56.

Read the paragraphs from a passage.

Although tracing one's ancestry can be a frustrating experience, if approached correctly, the process can be immensely rewarding. Most people assume that to begin a genealogy project, the budding genealogist must possess the name of a distant ancestor, complete with dates and possible locations. However, to obtain the greatest momentum in tracing family lineage, this assumption should be challenged.

Novice genealogists would best begin by researching generations closest to their own, then moving back in time. Names, dates, locations, and occupations will most likely be revealed in public courthouse records, including easily obtainable birth, marriage, and death certificates. These records often contain other genealogical gems, such as additional names, relationships, and bits of information about even earlier generations. The genealogist can continue to move back in time until records can no longer be found, resulting in a block, in which case the family researcher must resort to different research techniques.

Which sentence states the thesis of the passage?

- ☐ A Although tracing one's ancestry can be a frustrating experience, if approached correctly, the process can be immensely rewarding.
- ☐ B Most people assume that to begin a genealogy project, a budding genealogist must possess the name of a distant ancestor, complete with dates and possible locations.
- ☐ C Novice genealogists would best begin by researching generations closest to their own, then moving back in time.
- ☐ D Names, dates, locations, and occupations will most likely be revealed in public courthouse records, including easily obtainable birth, marriage, and death certificates.

Reporting Category: Logic

Numbers 57 through 58

Performance Indicator: 3003.5.14 Distinguish the strongest or weakest point of a given argument.

57.

Read this paragraph.

(1) Technology has improved our lives and increased our efficiency. (2) The Internet makes communication to mobile phones in all parts of the globe a simple matter. (3) The newest phones cannot only place calls, but also take photos. (4) The phones can even access information from the Internet. (5) The computer has made tasks such as report writing and accounting easier and more accurate. (6) Hundreds of television channels are available in major cities. (7) E-books are convenient ways to read the latest novels.

Which sentence from the paragraph best demonstrates that technology has "increased our efficiency"?

- ☐ A sentence 2
- ☐ B sentence 3
- ☐ C sentence 5
- ☐ D sentence 7

Performance Indicator: 3003.5.12 Select an additional sentence to add to an argument within a persuasive text.

58.

Read this text from a radio advertisement.

When you try to accelerate, does your car pause before responding? Are you tired of poor gas mileage? It is time to make a Precision decision. Precision additive puts energy in your gas tank. Precision additive improves both mileage and performance and is recommended by manufacturers. Best of all, you can save money by ordering Precision additive online at www.precisionadd.com. Log on now and save even more by purchasing three cans of Precision additive.

Which sentence would best strengthen the argument that Precision additive is a good value?

- ☐ A Precision additive is available in three-, six-, or twelve-ounce cans.
- ☐ B Many famous race car drivers save money by using Precision additive.
- ☐ C Precision additive can improve gas mileage by more than fifteen percent.
- ☐ D Many car dealers include cans of Precision additive with automobile purchases.

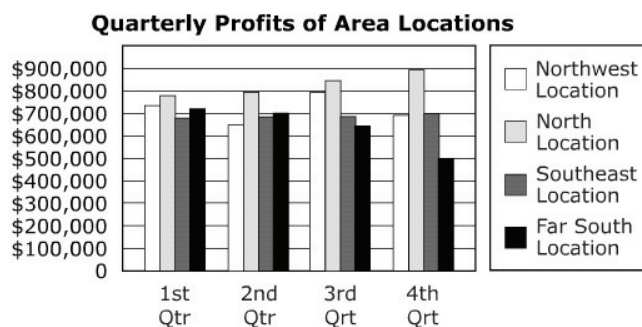
Reporting Category: Informational Text

Numbers 59 through 59

Performance Indicator: 3003.6.2 Analyze information presented graphically in a complex informational or technical passage.

59.

The National Clothing Company has received final quarterly statements for its area locations. Company officials plan to make some changes after analyzing the data shown below.



How can the company best use the chart?

- ☐ A to determine where to build a new location
- ☐ B to ascertain which location is most profitable
- ☐ C to predict which quarter will be most profitable
- ☐ D to evaluate when to schedule promotional sales

Read the memoir and answer questions 60 through 65.

Blixen Blues

When I heard Jessica Medlin was coming to town, my entire being thrilled with excitement. Somehow, our principal had convinced the reclusive author to come speak at our humble, unassuming school. At the age of ten, I discovered the first book in the *Blixen Battle* series and became immediately obsessed with all things Blixen. I spent three years entrenched in the imaginary world created by Medlin.

I spent weeks lost in the world of the Blixens, emerging only briefly to eat and go to school. Medlin's imaginary world captivated me. I devoured every book of the series like it was my last meal. Finishing a book left me moping about as I waited impatiently for the next installment in the series to be released. When I finally purchased the last book in the series, I held onto it for weeks before I opened it, knowing that once I finished the final book, it would be over. When I finally finished the book, I sincerely grieved the end of an important relationship in my young life.

I spent listless hours imagining that Medlin would change her mind and decide to write another book for the series. I imagined her as she described the elegant Sophia Blixen, tall, with long, flaxen hair, and emerald eyes. Medlin's tall frame would sit at this enormous wooden table with just a writing tablet before her. As she sat, prepared to start her next work of fiction, she would close her eyes and realize that Jordan Blixen's story was not yet complete. Her pen would start to fly across the page bringing my beloved characters back to life. My hope and mood would inflate before another article would surface which claimed that Medlin emphatically refused to write another book.

As my desperation deepened, I began fantasizing about meeting her somewhere unexpectedly. I would recognize her instantly despite knowing nothing about her appearance. She, of course, would recognize me as a true *aficionado* of her work. I would plead my case and explain to her that she simply had to write another book to satisfy her devoted fans. Of course, she would realize that Jordan's story had not yet ended. She would relent and write the new book, thanking me in the foreword for bringing her to her senses.

Now, it seemed, my dream was about to come true. The famous writer, who never made public appearances, was going to speak at my school assembly. Excitement kept me awake for days. I spent hours in front of the mirror practicing what I would say when I "accidentally" ran into her after the assembly. I spent countless nights bent over my notebook drafting and revising every word I would utter. Because I knew her books so well, I knew exactly what she would say. I crafted our conversation until it was utter perfection. She could not have written it better in one of her books.

The morning finally arrived. I woke early to make sure that today, of all days, I was not rushed. After breakfast, I took my time getting dressed to make sure that everything was perfect. While I brushed my teeth, I replayed our conversation again one more time in my mind. I smiled in the mirror, filled with that peculiar breed of optimism mixed with that sense of certain destiny that is the gift of the young. Not wanting to take any chances, I arrived at the bus stop 15 minutes early. The bus arrived exactly on time, and I stepped onto the bus and toward my future.

Then, everything fell apart. A traffic jam kept us trapped in a virtual parking lot for twenty minutes. Beads of perspiration formed on my upper lip, and my breakfast made its unhappiness known in my stomach. Not only was I going to be late for school, I might even be late for the assembly. What kind of impression would that make? Who would listen to the girl who could not even bother to show up on time?

An eternity later, the bus pulled into the school driveway. The bus driver assured us that we would not be counted tardy, but being tardy was the last thing on my mind. The fear of missing my date with destiny pushed me through the throng of kids trying to get off the bus. I raced inside the school and down the hallway. I turned the corner quickly, barely hearing someone calling after me. In my rush to get to the auditorium, I almost ignored the call, but I knew that Jordan Blixen would always stop to help someone in need. I put on the breaks and turned to face a short, middle-aged woman with mousy brown hair.

"Could you point me to the auditorium, please?" she asked.

Great, I thought to myself, *one of those moms who think it is cool to read teen lit*. Rather than roll my eyes, I showed her the door to the auditorium at the end of the hall.

We walked into the auditorium together. I slunk into an empty seat in the back and watched in astonishment as she walked directly to the front of the auditorium, stepped quickly up onto the stage, and hurried gracefully to the podium.

"Good morning. I am so sorry I am late. There was a horrible traffic jam this morning."

Reporting Category: Language Numbers 60 through 60

Performance Indicator: 3003.1.10 Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.

60.

Read this sentence from the memoir.

Medlin's imaginary world captivated me. I devoured every book of the series like it was my last meal.

Which option is the correct antecedent for the underlined word?

- ☐ A Jessica Medlin
- ☐ B Medlin's imaginary world
- ☐ C each book
- ☐ D the series

Reporting Category: Writing and Numbers 61 through 61 Research

Performance Indicator: 3003.3.13 Identify the targeted audience for a selected passage.

61.

Which sentence from the memoir is the best example of parallel structure?

- ☐ A At the age of ten, I discovered the first book in the *Blixen Battle* series and became immediately obsessed with all things Blixen.
- ☐ B When I finally purchased the last book in the series, I held onto it for weeks before I opened it, knowing that once I finished the final book, it would be over.
- ☐ C I smiled in the mirror, filled with that peculiar breed of optimism mixed with that sense of certain destiny that is the gift of the young.
- ☐ D I slunk into an empty seat in the back and watched in astonishment as she walked directly to the front of the auditorium, stepped quickly up onto the stage, and hurried gracefully to the podium.

Reporting Category: Logic

Numbers 62 through 62

Performance Indicator: 3003.5.1 Make inferences and draw conclusions based on evidence in text.

62.

How does the author feel at the end of the memoir?

- ☐ A shocked by the conversation with the writer
- ☐ B disappointed by the reality of the situation
- ☐ C overwhelmed by the accidental meeting
- ☐ D thrilled by the surprise opportunity

Reporting Category: Literature

Numbers 63 through 65

Performance Indicator: 3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

63.

The author most effectively reveals how she feels about meeting Jessica Medlin by

- ☐ A examining her own beliefs.
- ☐ B describing her own actions.
- ☐ C revealing her own thoughts.
- ☐ D quoting her own conversations.

Performance Indicator: 3003.8.5 Identify the symbol of a literary passage and determine the theme it supports.

64.

What does the narrator's actual encounter with Jessica Medlin symbolize?

- ☐ A coming of age
- ☐ B achieving a dream
- ☐ C believing in destiny
- ☐ D learning to anticipate

Performance Indicator: 3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.

65.

Based on the youthful narrator's experience in the memoir, which themes are most likely present in this author's other works?

- ☐ A optimism and anxiety
- ☐ B idealism and disillusion
- ☐ C fantasy and imagination
- ☐ D possibility and accomplishment

Reporting Category: Language

Numbers 66 through 70

Performance Indicator: 3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/ further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).

66.

Which sentence uses whose or who's appropriately?

- ☐ A Does anyone know who's notebook is on my desk?
- ☐ B Has he told you who's going to the lake after school?
- ☐ C I wonder whose the best basketball player on our team.
- ☐ D Nobody is sure whose playing the lead in our production.

Performance Indicator: 3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.

67.

Read this sentence.

The research paper examining causes of World War II _____ by the student in response to comments that were made by the teacher.

Which addition best completes the sentence?

- ☐ A would be revised
- ☐ B is revised
- ☐ C was revised
- ☐ D revised

Performance Indicator: 3003.3.11 Determine the writer's purpose in a writing sample.

68.

Read this paragraph from a student essay.

The river has always been an important part of this community. Everyone in this town learned to swim in the cool waters of that lazy river. Every summer afternoon, children of all ages splash in its waters to cool down and float homemade boats in the shallow waters. Every evening, people of all ages flock to their favorite secret fishing spots with the hopes of catching the one that got away. Farmers depend on the river's water to keep their crops alive during the dry months. Yet, if we do not do something soon, the waters of our beloved river will be useless. The chemicals being found in our river are dangerous to all living things. We must demand stricter regulation to protect not only our river, but ourselves.

Which assignment was this essay written for?

- ☐ A Describe a place that is special.
- ☐ B Inform the audience about an issue.
- ☐ C Tell a story about an important event.
- ☐ D Convince the audience to support a cause.

Read the short story and answer questions 69 through 75.

The True Meaning of Responsibility

Rosario raced into the house, slamming the door behind her and shouting, "Mom, where are you?"

"I'm right here in the kitchen, Rosie," replied Mrs. Fuentes, who interrupted her task to look in her daughter's direction. "And what have I told you about slamming the door?"

"Sorry, Mom—I forgot. Guess what? Mrs. Wilson wants me to take care of Janine this summer instead of sending her to daycare. It's OK, isn't it? Please say it's OK," she pleaded. "Mrs. Wilson is waiting for me to call. Think of the money I'll make!" Rosario began fumbling over her words. When she became excited, she talked much faster than she normally did. Sometimes she had trouble getting out her words.

Mrs. Fuentes held up her hands as if to stop Rosie. "Slow down, Rosie. I don't know if that's such a good idea, honey." She paused, thought, and then continued, "It's a huge responsibility to take care of a six-year-old. You may be trying to take on too much responsibility. We need to think about this and talk to Dad at dinner to see what he says." Mrs. Fuentes was shaking her head and looking doubtful.

Rosario exclaimed, "Mom, no! This will be easy! Janine is a great kid. I'll take her to the park and we'll play games. I only have to make her lunch each day, so it's not like I'll cook or do laundry or anything." Rosario was focused only on the job and all the money she would earn.

Mrs. Fuentes held her ground and said sternly, "As I said, we'll talk about it at dinner, when Dad is here."

Later, at dinner, Mr. Fuentes listened as Rosario told him about her opportunity and, like Rosario's mother, he looked doubtful. "Rosie, taking care of a child is a big responsibility. Don't forget, this is your last summer before you graduate. Don't you want to have time to be with your friends and have fun?" he asked, hoping that his question might influence her.

Rosario responded quickly. "No problem, Dad. I can be with them evenings and weekends," she said confidently. "I know I can do a good job for Mrs. Wilson, and I really don't want to miss this chance to earn money."

Mr. and Mrs. Fuentes looked at each other, reading the question in each other's eyes. They knew their daughter. She became enthused about things easily, but when something more attractive appeared, she often changed her mind. Would there be a problem this time?

After a long silence, Mr. Fuentes spoke. "Rosie, you do understand that once you accept this job, you can't change your mind, don't you? If you tell Mrs. Wilson yes, then you absolutely cannot go back on your word, no matter what. You are committed for the entire summer. Are you sure that's what you want to do?"

Rosario's head bobbed up and down eagerly. "Absolutely, Dad, I've thought about it and I want this job." She was so positive and determined that her parents' doubts subsided.

"Very well," Mr. Fuentes replied, "go call Mrs. Wilson and give her the news."

Rosario leapt from her chair and ran to the telephone, returning in a rush after a few minutes smiling broadly. "Mrs. Wilson wants me to start a week from tomorrow," she said happily and sat down to finish her dinner.

Three days later, Rosario ran home from her friend Maya's house. She raced into her own house, slamming the door behind her. "Mom, Mom?" she shouted.

"We're in the kitchen, Rosie," Mrs. Fuentes called. "And what about that slamming door?"

"Sorry, Mom—but I'm so excited. Oh, hey Dad, I didn't know you were home."

Mr. Fuentes stopped making the salad long enough to hug Rosario. "So what are you excited about, Rosie?" he asked, smiling at her excitement. He went back to chopping tomatoes.

Rosario was about to burst. "Guess what. Maya's parents have invited me to go with them on a trip to New York next month. They'll be gone two weeks, and I really, really want to go with them. Mrs. Stehn said she'd call you tonight."

Mrs. Fuentes stopped what she was doing and turned to look at Rosie, hands on her hips. Mr. Fuentes put the knife down and crossed his arms over his chest.

Rosario kept chattering, "It'll be a great trip. They're going to stay with Mr. Stehn's brother, who lives there. They're planning all kinds of neat things—Broadway shows, tours of the city, outings to museums, and lots of other stuff." Suddenly she noticed her parents standing and staring at her. "What?" she asked.

"Rosario Maria," said Mr. Fuentes, emphasizing her formal and middle names instead of her nickname. "What are you talking about?"

Her father's formal tone did not escape Rosario's notice. What was the matter? "What?" she asked quizzically.

Mrs. Fuentes spoke, incredulous that her daughter could forget. "Rosie, have you forgotten what we talked about at dinner just three nights ago? Mrs. Wilson? Taking care of Janine for the summer? What about your responsibilities there?"

Rosario stood still; she was momentarily speechless. She had become so excited about the invitation and the trip that she really had forgotten what she had promised Mrs. Wilson. Now, in the quiet kitchen, the reality of her situation began to dawn on her. In a small voice, she asked, "I don't suppose that I could ask Mrs. Wilson to find someone else for just those two weeks?"

"You made a commitment, Rosario," Mr. Fuentes said. "You promised your time to Mrs. Wilson for the entire summer. It would be unfair now to back out on any of it. You must stand by your word."

Disappointment settled over Rosario like a dark cloud. She felt a stinging in her eyes and a lump forming in her throat. For a moment, she wanted to cry out that it was unfair, that she should not have to miss out on such a wonderful opportunity. However, then her own sense of honesty kicked in, and she remembered how she had pleaded with her parents to let her take the job for Mrs. Wilson. Rosario remembered that she had considered that a wonderful opportunity too.

She looked at her father. "I know you're right," she said quietly. "I guess I just got so excited that I forgot." Inside, she ached at the thought of missing out on the trip with Maya, but she knew that she really did not have a choice. She had given her word to Mrs. Wilson.

Mr. Fuentes came over and put his arm around Rosario's shoulder and gave her a squeeze. "I'm proud of you, Rosie," he said.

Rosario was so relieved to hear her father use her nickname again that she smiled and returned his hug. She would miss going to New York with Maya, but she knew there would be other times and other trips. She understood that for now, she had to accept the responsibility she had undertaken. Strangely enough, although she felt disappointment, she also felt a sense of satisfaction. She had done the right thing.

Reporting Category: Literature

Numbers 71 through 75

Performance Indicator: 3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.

69.

Read this sentence from the story.

Rosario leapt from her chair and ran to the telephone, returning in a rush after a few minutes smiling broadly.

What is the correct way to punctuate this sentence?

- ☐ A Rosario leapt from her chair, and ran to the telephone, returning in a rush after a few minutes smiling broadly.
- ☐ B Rosario leapt from her chair and ran to the telephone, returning in a rush after a few minutes, smiling broadly.
- ☐ C Rosario leapt from her chair and, ran to the telephone, returning in a rush after a few minutes, smiling broadly.
- ☐ D no change

Performance Indicator: 3003.1.10 Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.

70.

Read this sentence from the story.

Later, at dinner, Mr. Fuentes listened as Rosario told him about her opportunity and, like Rosario's mother, he looked doubtful.

To whom does her refer in this sentence?

- ☐ A Janine
- ☐ B Rosario
- ☐ C Mrs. Wilson
- ☐ D Mrs. Fuentes

Performance Indicator: 3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.

71.

How does the point of view in the story help the reader understand Rosario's family?

- ☐ A It shows the thoughts of both Rosario and her parents.
- ☐ B It provides a setting that shows how the family lives and interacts.
- ☐ C It shows Rosario's thoughts as she interacts with her mother and father.
- ☐ D It provides dialogue that shows the personality of each family member.

Performance Indicator: 3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

72.

How does the reader best learn about Rosario?

- ☐ A by what she says and does
- ☐ B by what her parents say to her
- ☐ C by what her neighbor thinks of her
- ☐ D by what her friend's family does for her

Performance Indicator: 3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).

73. **Foreshadowing occurs in this story when**

- ☐ A Mrs. Fuentes first chides Rosario for slamming the door.
- ☐ B Mrs. Fuentes insists that Rosario talk to her dad.
- ☐ C Mr. and Mrs. Fuentes wonder if there will be a problem.
- ☐ D Mr. Fuentes uses Rosario's full name instead of her nickname.

Performance Indicator: 3003.8.5 Identify the symbol of a literary passage and determine the theme it supports.

74. **What is the main theme of this story?**

- ☐ A Rosario's fondness for Janine
- ☐ B Rosario's eagerness to earn money
- ☐ C Rosario's commitment to Mrs. Wilson
- ☐ D Rosario's excitement about Maya's invitation

Performance Indicator: 3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

75. **At which point in the story does Rosario really begin to understand responsibility?**

- ☐ A in the exposition, when she tells her mother what she wants to do
- ☐ B in the rising action, when her parents explain to her about commitment
- ☐ C in the falling action, when she wants to cry because things are unfair
- ☐ D in the resolution, when she accepts having to miss the trip with Maya

Reporting Category: Communication and Media

Numbers 76 through 76

Performance Indicator: 3003.2.3 Distinguish between a critique and a summary.

76.

Read this paragraph about a play.

The action of the play begins on a positive note with the characters of the parents reminiscing about their son's childhood. As the story progresses, tension rises when the father perceives that the actions of his son, who strives for independence, are defiant. The father's communication to his son about these perceptions forms obstacles to a meaningful relationship between them. In the end, the ability of the father to finally connect with his maturing son results in a new understanding between them and leads to a relationship of equals.

The paragraph is a summary and not a critique because it

- ☐ A reveals the conflict without providing the resolution.
- ☐ B provides details about the plot without revealing the ending.
- ☐ C describes the plot without expressing an opinion about the actors' skill.
- ☐ D expresses an opinion about the writing quality without describing the plot.

Reporting Category: Logic

Numbers 77 through 78

Performance Indicator: 3003.5.10 Identify a false premise in text.

77.

Read this advertisement.

To show you the value of XZ Athletic Wear, we put our performance workout shirts to the test. We asked a group of athletes to try our shirts for six months, while another group worked out in plain cotton T-shirts. All the shirts were laundered in the same way, on the same schedule. At the end of six months, we compared the results. Our shirts held up, and the athletes who wore them said they still felt just as comfortable as they did when the shirts were new. As for the plain cotton T-shirts—well, their best days were behind them. So for long-lasting comfort, your choice is clear: XZ Athletic Wear.

Which false premise is this advertisement based on?

- ☐ A Comfort is the highest priority in selecting workout shirts and other athletic wear.
- ☐ B Athletes' only options for workout shirts are XZ Athletic Wear or plain cotton T-shirts.
- ☐ C Most athletes launder their workout shirts and other athletic wear on regular schedules.
- ☐ D XZ Athletic Wear workout shirts are made of longer-lasting materials than plain cotton T-shirts are.

Performance Indicator: 3003.5.4 Analyze cause-effect relationships in text.

78.

Read this paragraph.

Jacob is finishing his senior year of high school. He has never earned a grade below a B. He pays attention to his instructors. After class, he re-reads the notes to make certain they are clear. He prepares for exams by studying the material in segments to avoid last-minute cramming. His high class rank reflects his hard work. Jacob believes that his efforts will earn him a scholarship to attend the state university.

Which statement **best** explains why Jacob thinks he will be a good scholarship candidate?

- ☐ A His teachers believe he is a good student.
- ☐ B His studies are planned carefully and in detail.
- ☐ C His teachers know that he pays attention in class.
- ☐ D His determination to succeed is apparent in his work ethic.

Reporting Category: Informational Text

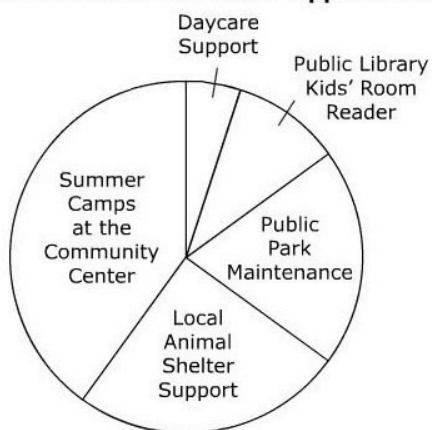
Numbers 79 through 79

Performance Indicator: 3003.6.2 Analyze information presented graphically in a complex informational or technical passage.

79.

Read the chart.

Springfield Summer Volunteer Opportunities



Which phrase **best** describes the purpose of the chart?

- ☐ A to show who needs the most volunteers
- ☐ B to explain why volunteering is important
- ☐ C to illustrate how to become a volunteer
- ☐ D to emphasize the number of volunteering options

Reporting Category: Communication and Media

Numbers 80 through 80

Performance Indicator: 3003.7.1 Draw an inference from a non-print medium.

80.

Look at this photo.



What can be inferred from this photo?

- ☐ A The farmer has just begun to plant crops.
- ☐ B The farmer is hurrying to begin the harvest.
- ☐ C The farmer has decided to plant new crops to rotate the soil.
- ☐ D The farmer has planted the same crops each year for many years.

Form 1: English III

Item Number	Correct Answer	Performance Indicator
1	A	3003.2.1 Identify the thesis and main points of a complex speech.
2	C	3003.2.4 Discern the structure of a complex speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
3	D	3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).
4	C	3003.5.5 Select the persuasive device used in an ad or speech (i.e., bandwagon, loaded words, testimonials, name-calling, plain folks, misuse of statistics, transfer, card stacking).
5	B	3003.5.7 Differentiate between the implied and stated evidence of a given argument.
6	B	3003.5.12 Select an additional sentence to add to an argument within a persuasive text.
7	C	3003.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
8	C	3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.
9	D	3003.1.13 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi, ad hoc, cause célèbre, magnum opus, persona non grata, quid pro quo, je ne sais quoi, modus operandi, nom de plume, haute couture, mea culpa).
10	C	3003.4.6 Identify information that must be cited or attributed within a writing sample.
11	C	3003.7.2 Select the type of conflict represented in a non-print medium.
12	D	3003.3.11 Determine the writer's purpose in a writing sample.

13	C	3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
14	C	3003.8.5 Identify the symbol of a literary passage and determine the theme it supports.
15	D	3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).
16	B	3003.8.8 Analyze sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
17	C	3003.8.9 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
18	D	3003.3.3 Select the most vivid and compelling word to strengthen a description.
19	C	3003.3.7 Select the thesis statement in a writing sample or passage.
20	D	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
21	C	3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
22	A	3003.2.6 Select the most appropriate strategies for participating productively in a team (e.g., contributing relevant and appropriate information that moves the team toward its goals; understanding the purpose of working as a team and working according to that purpose; assigning and developing roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team).
23	C	3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
24	A	3003.1.12 Identify the language of origin from which a set of words is borrowed.
25	A	3003.1.8 Choose correctly or incorrectly spelled words.
26	C	3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).

27	A	3003.5.10 Identify a false premise in text.
28	D	3003.7.4 Infer the mood represented in a non-print medium.
29	A	3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.
30	B	3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
31	D	3003.3.2 Choose the most effective order of sentences in a paragraph.
32	D	3003.3.12 Identify a statement that reveals the writer's attitude.
33	C	3003.2.3 Distinguish between a critique and a summary.
34	C	3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.
35	B	3003.3.3 Select the most vivid and compelling word to strengthen a description.
36	A	3003.3.4 Select the most precise word from a given list of synonyms.
37	A	3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.
38	B	3003.5.2 Choose a logical word to complete an analogy.
39	A	3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
40	C	3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.
41	A	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
42	A	3003.8.2 Differentiate among verbal, situational, and dramatic irony.

43	B	3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).
44	C	3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
45	D	3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
46	C	3003.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
47	B	3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
48	D	3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.
49	C	3003.1.9 Proofread for errors in capitalization and punctuation.
50	A	3003.3.3 Select the most vivid and compelling word to strengthen a description.
51	B	3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.
52	A	3003.3.6 Revise to correct a nonparallel construction.
53	C	3003.4.2 Differentiate between primary and secondary sources.
54	B	3003.4.6 Identify information that must be cited or attributed within a writing sample.
55	D	3003.2.2 Distinguish between a summary and a paraphrase.
56	A	3003.2.1 Identify the thesis and main points of a complex speech.
57	C	3003.5.14 Distinguish the strongest or weakest point of a given argument.

58	C	3003.5.12 Select an additional sentence to add to an argument within a persuasive text.
59	B	3003.6.2 Analyze information presented graphically in a complex informational or technical passage.
60	C	3003.1.10 Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.
61	D	3003.3.13 Identify the targeted audience for a selected passage.
62	C	3003.5.1 Make inferences and draw conclusions based on evidence in text.
63	C	3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
64	A	3003.8.5 Identify the symbol of a literary passage and determine the theme it supports.
65	B	3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.
66	B	3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).
67	C	3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.
68	D	3003.3.11 Determine the writer's purpose in a writing sample.
69	B	3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.
70	B	3003.1.10 Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.

71	A	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
72	A	3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
73	C	3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).
74	C	3003.8.5 Identify the symbol of a literary passage and determine the theme it supports.
75	D	3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
76	C	3003.2.3 Distinguish between a critique and a summary.
77	B	3003.5.10 Identify a false premise in text.
78	D	3003.5.4 Analyze cause-effect relationships in text.
79	A	3003.6.2 Analyze information presented graphically in a complex informational or technical passage.
80	A	3003.7.1 Draw an inference from a non-print medium.

Reporting Category 1: Language

Item Number	Correct Answer	Performance Indicator
8	C	3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.
9	D	3003.1.13 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi, ad hoc, cause célèbre, magnum opus, persona non grata, quid pro quo, je ne sais quoi, modus operandi, nom de plume, haute couture, mea culpa).
24	A	3003.1.12 Identify the language of origin from which a set of words is borrowed.
25	A	3003.1.8 Choose correctly or incorrectly spelled words.
29	A	3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.
48	D	3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.
49	C	3003.1.9 Proofread for errors in capitalization and punctuation.
60	C	3003.1.10 Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.
66	B	3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).
67	C	3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.
68	D	3003.3.11 Determine the writer's purpose in a writing sample.

69	B	3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.
70	B	3003.1.10 Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.

Reporting Category 2: Writing and Research

Item Number	Correct Answer	Performance Indicator
10	C	3003.4.6 Identify information that must be cited or attributed within a writing sample.
12	D	3003.3.11 Determine the writer's purpose in a writing sample.
18	D	3003.3.3 Select the most vivid and compelling word to strengthen a description.
19	C	3003.3.7 Select the thesis statement in a writing sample or passage.
21	C	3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
23	C	3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
30	B	3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
31	D	3003.3.2 Choose the most effective order of sentences in a paragraph.
32	D	3003.3.12 Identify a statement that reveals the writer's attitude.
35	B	3003.3.3 Select the most vivid and compelling word to strengthen a description.
36	A	3003.3.4 Select the most precise word from a given list of synonyms.
37	A	3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.
50	A	3003.3.3 Select the most vivid and compelling word to strengthen a description.
51	B	3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.
52	A	3003.3.6 Revise to correct a nonparallel construction.

53	C	3003.4.2 Differentiate between primary and secondary sources.
54	B	3003.4.6 Identify information that must be cited or attributed within a writing sample.
61	D	3003.3.13 Identify the targeted audience for a selected passage.

Reporting Category 3: Communication and Media

Item Number	Correct Answer	Performance Indicator
1	A	3003.2.1 Identify the thesis and main points of a complex speech.
2	C	3003.2.4 Discern the structure of a complex speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
3	D	3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).
11	C	3003.7.2 Select the type of conflict represented in a non-print medium.
22	A	3003.2.6 Select the most appropriate strategies for participating productively in a team (e.g., contributing relevant and appropriate information that moves the team toward its goals; understanding the purpose of working as a team and working according to that purpose; assigning and developing roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team).
26	C	3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis)..
28	D	3003.7.4 Infer the mood represented in a non-print medium.
33	C	3003.2.3 Distinguish between a critique and a summary.
34	C	3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.
55	D	3003.2.2 Distinguish between a summary and a paraphrase.
56	A	3003.2.1 Identify the thesis and main points of a complex speech.
76	C	3003.2.3 Distinguish between a critique and a summary.
80	A	3003.7.1 Draw an inference from a non-print medium.

Reporting Category 4: Logic

Item Number	Correct Answer	Performance Indicator
4	C	3003.5.5 Select the persuasive device used in an ad or speech (i.e., bandwagon, loaded words, testimonials, name-calling, plain folks, misuse of statistics, transfer, card stacking).
5	B	3003.5.7 Differentiate between the implied and stated evidence of a given argument.
6	B	3003.5.12 Select an additional sentence to add to an argument within a persuasive text.
7	C	3003.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
27	A	3003.5.10 Identify a false premise in text
38	B	3003.5.2 Choose a logical word to complete an analogy.
57	C	3003.5.14 Distinguish the strongest or weakest point of a given argument.
58	C	3003.5.12 Select an additional sentence to add to an argument within a persuasive text.
62	C	3003.5.1 Make inferences and draw conclusions based on evidence in text.
77	B	3003.5.10 Identify a false premise in text.
78	D	3003.5.4 Analyze cause-effect relationships in text.

Reporting Category 5: Informational Text

Item Number	Correct Answer	Performance Indicator
20	D	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
39	A	3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
59	B	3003.6.2 Analyze information presented graphically in a complex informational or technical passage.
79	A	3003.6.2 Analyze information presented graphically in a complex informational or technical passage.

Reporting Category 6: Literature

Item Number	Correct Answer	Performance Indicator
13	C	3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
14	C	3003.8.5 Identify the symbol of a literary passage and determine the theme it supports.
15	D	3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).
16	B	3003.8.8 Analyze sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
17	C	3003.8.9 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
40	C	3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.
41	A	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
42	A	3003.8.2 Differentiate among verbal, situational, and dramatic irony.
43	B	3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).
44	C	3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
45	D	3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
46	C	3003.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).

47	B	3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
63	C	3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
64	A	3003.8.5 Identify the symbol of a literary passage and determine the theme it supports.
65	B	3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.
71	A	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
72	A	3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
73	C	3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).
74	C	3003.8.5 Identify the symbol of a literary passage and determine the theme it supports.
75	D	3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).